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ABSTRACT

An evaluation report of second year accomplishments at the Ann Street Bilingual School is presented. Objectives are established for students, instructional personnel, and parents at the school, the testing programs, standards set, and results for each are explained. Kindergarten students were expected to meet established standards in Spanish and English language skills and demonstrate high self concepts. Students in grades one through seven were expected to improve English and Spanish language skills and proficiency. They should have improved their levels of math, science, English reading, and social studies skills. These improvements are compared to the level of students in other Hartford bilingual programs. The instructional personnel were to strive for improved classroom teaching, student learning, and to improve professionally. They were expected to contribute their services for the success of the school program. The parents of students were to visit the school, participate in school activities and parent education programs. The most important result is the general superiority of Ann Street students' skills in Spanish reading, oral English, and oral Spanish over their counterparts in other Hartford bilingual schools. The expectations for improvement in English reading were not met. Establishment of a reading resource room is recommended. (DWH)

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THE 1979-80 EVALUATION OF
THE TITLE VII BILINGUAL PROGRAM
PROJECT CUMBRE
at the
ANN STREET BILINGUAL SCHOOL
of
HARTFORD, CONNECTICUT

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BACKGROUND, SUMMARY FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

School year 1979-80 was the second year that Ann Street Bilingual School received Title VII ESEA funding to help provide Spanish bilingual-bicultural instruction under Project CUMBRE. Federal funding supported a director, a coordinator, other specialists and assistants, and staff and community training. The City of Hartford provided the classroom teachers and the cost of operating the facility.

The Ann Street Bilingual School provides instructional programs for prekindergarten through grade 6 students with all grade levels except the prekindergarten program receiving Title VII funding. September 1979 enrollment was as follows:

Prek	K	1	2	3	4	5	6	Total
35	43	59	37	48	33	35	35	325

Besides the Director and Coordinator, the Ann Street School was staffed by 13 classroom teachers, 11 specialists, and 14 paraprofessionals. The specialists included a reading resource center teacher, a reading consultant, an ESL teacher, a language specialist, a librarian, two special education teachers, a speech and hearing specialist, a nurse, a social worker, a guidance counselor, a community worker, a physical education teacher, and a music specialist. Some specialists funded by the Hartford school system serviced others besides Ann Street children.

Some of the special efforts made possible by Title VII funding in the 1979-80 school year were: an extended kindergarten day, after school enrichment programs for students, a resource reading center and training programs for staff and parents.

Having stated summary background information about the Ann Street Bilingual School program, the remainder of this first section will present the major findings of the 1979-80 evaluation followed by some conclusions and recommendations related to these findings. The next sections will present student achievement by grade levels followed by accomplishments of students enrolled in the school program for three or more years. These sections in turn will be followed by professional development of staff and parent involvement. The closing sections of this report describe selected school opportunities for students and results of the evaluation restated in terms of each program objective.

Looking first at the strengths of the 1979-80 Ann Street Bilingual School program, one finds highly significant and consistent growth in Spanish and English oral language skills of grade 1-6 students over the 1979-80 school year. Only oral Spanish for 5th graders was not significantly changed. These results are regarded highly because first, they are based on individually administered tests which measure student performance more

accurately, and secondly because such a high proportion of students in upper grade classrooms received the highest language proficiency ratings at yearend. In Spanish oral language, the proportion of students receiving the highest rating increased steadily from 57 to 77 percent up through the grade levels. In English oral language, the proportion of students receiving the highest rating increased even more dramatically from 29 to 80 percent up through these same grade levels.

Equally impressive was the consistency of students on the average at all grade levels to view themselves happy, important in the eyes of others, and generally competent learners. Moreover, Bilingual School students perceived school as a very positive influence in their lives. They liked going to school and they very much enjoyed the activities associated with it. Strong self concepts and positive attitudes about schooling are viewed as the two strongest factors influencing children to want to learn and aspire to do well.

Following with other advantages working for Bilingual School students, the 1979-80 evaluation showed that almost three-quarters of the school's students (grades 3-6) had three or more continuous years enrollment in the program whereas only one-fifth of the grade 3-6 bilingual program students from three other Hartford schools studied had three or more years of continuous bilingual programming. Few would disagree that program continuity is essential to master those school skills that are highly dependent upon sequential steps of learning. In the study of bilingual program students in the three other Hartford schools, it was also found that those students were older for their grade level in school than Ann Street Bilingual School students. This was the case at every grade level studied and would suggest possibly interrupted school enrollment or perhaps school retentions, as much more characteristic of students in some of the other bilingual programs of Hartford schools. Whatever the reasons, the younger age level of the Bilingual School students certainly suggests more successful school experiences for students at that school.

By far the most important finding of the 1979-80 Bilingual School evaluation was the general superiority of Ann Street students' skills in Spanish reading, oral English, and oral Spanish over their counterparts in the bilingual programs of the three other schools studied. Even though sample sizes for students in the comparison schools were extremely small in some cases, the differences in average scores or percentiles was considerable favoring Ann Street Bilingual School student language attainment.

Bilingual School students did not increase their national percentile standings in math computation at grades 3 and 4, but at grades 5 and 6, increases were found when successive spring scores were compared. Grade 5 students almost doubled their percentile. Grades 4-6 students were introduced to the new ISS Math during the 1979-89 school year. Having the

largest math computational growth at the same grade level where a new math program is introduced could be more than coincidental. In the year to come, a greater amount of evidence should be collected to determine more conclusively the value of the new math program to Ann Street Bilingual School students.

Other than the children's accomplishments, mention should also be made of the extensive activities of staff to provide a wide variety of curriculum activities for children and their parents, and to improve their teaching skills. The university course work, the expanded school day that provided greater enrichment activities for students, the opportunities extended in the school to gifted and talented students, the three weeks of summer workshops attended by almost the entire staff, and the special programs for students and parents such as the commemoration planned for Puerto Rican Discovery Day...all of these activities were judged to have a considerable impact on the teaching-learning process at the Ann Street Bilingual School.

Having reviewed the major positive findings of the Ann Street Bilingual School evaluation, attention is next focused on evidence indicating some need for improvement.

Kindergarten children were not found to have progressed in Spanish or English oral language skills according to the fall-spring testing administered. Actually, the tests used showed significant regression in English oral language skills. No other evidence was collected to verify the results. The findings could be due to a test that was too hard for kindergarteners. There is some evidence to support this statement in that 79 percent of all kindergarteners at yearend were rated to be at the <u>first</u> of five levels of English language proficiency.

In the year to come, some evidence should be collected from testers about the appropriateness of the English oral language test for kindergarteners. Further evidence should also be collected for some other measure of oral language growth in addition to the tests used the previous year. The more related the test is to the oral language skill experiences offered, the better.

Moving to another area, the relatively low regard expressed by students in the areas of social maturity and self security suggests that teachers need to determine more about the dimensions of these human characteristics and increase opportunities in the learning activities of children that help them grow positively in these directions. For example, social maturity of children might be improved by providing more learning experiences requiring extensive sharing, learning about fair play, requiring perserverance or demanding a high level of cooperation for successful completion. Providing more learning experiences that put children at ease or ones that build their emotional confidence might contribute substantially to the development of their self security. Additional time for these school activities is not

being suggested...just a greater number of the regular ongoing activities having the above mentioned characteristics built into them.

One major finding where program objectives were not met was the expectations for improvement in English reading. With successive spring test scores available for fewer than one-quarter of the pupils enrolled at the grade levels represented, one finds improved national percentiles in English reading at the 3rd and 6th grade level, but not at the 4th and 5th grade level. Much effort has been extended to increase English reading skills. Part-time reading and TESOL staff persons were added during the 1979-80 school year to assist classroom teachers and specialists to improve English reading. Also, a reading resource room was established.

Aside from the point that the test scores are too few to be representative of all Bilingual School students, we find a situation similar to that reported for kindergarteners: a single measure being used to determine progress for an area of considerable importance. Again, it is recommended that in the coming year an additional measure be used to chart the growth of Bilingual School students in English reading. Rather than add additional testing, it is recommended that the staff and the evaluator determine the potential of using the English Reading Skill Sequence Form, a record system already in use, to chart the progress of each child in English reading. If a way can be found to use the sequence forms to measure reading growth for grouped results, two advantages become evident. First, the measure is directly related to the reading curriculum and would therefore be highly sensitive to any change taking place in student reading skills. Survey tests such as the Metropolitan reading tests are the least sensitive to such changes in this respect. Secondly, since the sequence forms are kept for each student, results will become available for the total school population receiving reading instruction.

In closing this brief overview of results, it needs to be stated that not all objectives of the 1979-80 program were accomplished as the following sections of this report will show. However, the great majority of evidence collected clearly shows the Bilingual School Program to be providing quality educational experiences for the children enrolled.

STUDENT ACHIEVEMENTS AT EACH GRADE LEVEL

Kindergarten Test Results

There were two full day kindergarten programs at Ann Street Bilingual school during the 1979-80 school year. The programs emphasized the development of the student's native language but also included an aural-oral second language component. The students received the services of a TESOL teacher for a period of one-half hour daily. Cultural heritage activities were included to enhance children's self concept.

Evaluative measures used to ascertain attainment levels and growth were: Language Assessment Scales - English, Language Assessment Scales - Spanish, and the Self Observation Scales. The first two were administered individually in the fall and again in the spring by Hartford Board testers and Ann Street specialists. The last mentioned was administered only once during the spring to small groups of children by their classroom teachers. Results from these measures are presented in table form below.

Raw Score Change in Oral Language

English

N	Fall RS	Spg RS	Fall SD	Spg SD	r	t value
33	39.3	30.1	28.5	29.1	.77	2.748**

Spanish

N	Fall RS	Spg RS	Fall SD	Spg SD	r	t value
31	64.8	63.8	20.4	19.9	.71	.338

**p < .01

Change in Language Proficiency Levels

English

	1	2	3	4	5	Total
Fall	25		5		3	33
Spring	26	2	1		4	33

Chi square = 1.5 (df = 1), change not significant

Spanish

	1	2	3	4	5	Total
Fall	3	8	4	7	4	31
Spring	12	2	8	1	8	31

Chi square = .5 (df = 1), change not significant

Spring Self Observation Scales National Percentiles

N	Self Acceptance	Social Maturity	School Affiliation	Self Security
34	63 %ile	16 %ile	64 %ile	34 %ile

Interpretation:

Interpreting each set of tables in order, the first set indicates no advancement in raw scores in either English or Spanish oral language testing for kindergarteners. In English oral language, spring test results were significantly lower than fall test results.

The second set of tables shows students' raw scores converted into language proficiency levels, ratings which range from a low of 1 to a high of 5. Comparing the fall and spring level ratings using a chi square statistic, one finds no changes in levels beyond chance variation in either English or Spanish.

In the last set of tables, children's spring of the school year responses to a self concept instrument are presented in national percentile units for each of four subtests of the instrument. Children's responding in terms of self acceptance indicates they saw themselves as being valued by peers, family, and teachers more so than the national norm group. Likewise, in the area of school affiliation, children viewed school as a positive influence in their lives more so than the national norm group.

In the two other subtest areas, social maturity and self security, children responded below the national average. The former indicates children had not yet learned how they were supposed to think and feel in a variety of social situations. The latter indicates that the children as a group worried as a rule and had not yet developed high levels of emotional confidence.

Grade One Test Results

Three classrooms serviced grade one students. Instructional emphasis was 70 percent native language and 30 percent English as a second language. Expectations were that children would improve: English and Spanish oral language skills, attain levels of Spanish reading and math skills equaling or exceeding those of students in other Hartford bilingual programs, and demonstrate high self concepts.

Evaluative measures used were: Language Assessment Scales - English and Spanish administered individually to each student during the fall and again during the spring; the CTBS Español reading and math subtests administered in the spring by classroom teachers; and the Self Observation Scale also administered by classroom teachers during the spring months. Results from these measures are presented in table form below.

Raw Score Change in Oral Language

English

N	Fall RS	Spg RS	Fall SD	Spg SD	r	t value
43	42.3	57.2	22.6	27.1	.87	7.395**

Spanish

N	Fall RS	Spg RS	Fall SD	Spg SD	r	t value
45	67.8	78.8	16.1	17.2	.74	6.140**

**p < .01

Change in Language Proficiency Levels

English

	1	2	3	4	5	Total
Fall	32	4		5	2	43
Spring	20	4	6	6	7	43

Chi square = 17.6 (df = 1), highly significant change

Spanish

	1	2	3	4	5	Total
Fall	11	7	14	6	7	45
Spring	5	3	7	10	20	45

Chi square = 35.9 (df = 3), highly significant change

Spanish Reading and Math Attainment Levels
(No CTBS Español administered to children in other bilingual programs)

Total Reading	Math Computation
N = 46 34 %ile	N = 46 19 %ile

Spring Self Observation Scales National Percentiles

N	Self Acceptance	Social Maturity	School Affiliation	Self Security
47	73 %ile	39 %ile	73 %ile	63 %ile

Interpretation:

The first set of tables shows that both English and Spanish oral language raw scores improved significantly from spring to fall testing. When raw scores have been converted into language proficiency levels as shown in the second set of tables, the highly significant positive change from fall to spring is supported.

The third set of tables, CTBS Español reading and math, present an estimated percentile attainment level for first graders which indicates a slightly below average reading level (34 %ile) and a well below average (19 %ile) math computation skill level.

In the last set of tables, first graders' spring of the school year responses to a self concept instrument are presented in national percentile units. Children's responses were higher than the national average in self acceptance (seeing themselves as being valued by peers, family, and teachers), social maturity (knowing how they are supposed to think and feel in a variety of social situations), and in school affiliation (viewing school as a positive influence in their lives). Children as a group tended to be lower than the national average in the area of self security (emotional confidence or stability).

Grade Two Test Results

There were two classrooms of grade two students. By the end of grade two, two-thirds of the children had been enrolled in the Bilingual School for two or more years. Native language instruction was emphasized 65 percent of the school day and English as a second language 35 percent. Expectations were that children would improve significantly in English and Spanish oral language skills, attain levels of Spanish reading and math skills equaling or exceeding those of students in other Hartford bilingual programs, and demonstrate high self concepts.

Evaluative measures used were: Language Assessment Scales - English and Spanish administered individually to each student during the fall and again during the spring; the CTBS Español reading and math subtests administered in the spring by classroom teachers, and Self Observation Scales also administered by classroom teachers during the spring months. Results from these measures are presented in table form below.

Raw Score Change in Oral Language

English

N	Fall RS	Spg RS	Fall SD	Spg SD	r	t value
35	52.6	71.9	18.8	17.9	.76	9.083**

Spanish

N	Fall RS	Spg RS	Fall SD	Spg SD	r	t value
34	78.3	81.6	11.5	12.4	.77	2.402*

*p < .05 **p < .01

Change in Language Proficiency Levels

English

	1	2	3	4	5	Total
Fall	18	6	8	1	2	35
Spring	8	3	6	10	8	35

Chi square = 22.3 (df = 2), highly significant change

Spanish

	1	2	3	4	5	Total
Fall	2	1	9	14	8	34
Spring	1	1	7	10	15	34

Chi square = 7.95 (df = 2), change is significant (p < .05)

Spanish Total Reading				Spanish Math Computation			
Ann Street		Comparison		Ann Street		Comparison	
N = 36	41 %ile	N = 49	18 %ile	N = 36	55 %ile	N = 50	34 %ile

Spring Self Observation Scales National Percentiles

N	Self Acceptance	Social Maturity	School Affiliation	Self Security
32	58 %ile	36 %ile	73 %ile	51 %ile

Interpretation:

The first set of tables shows that both English and Spanish oral language raw scores improved significantly from spring to fall testing. When raw scores have been converted into language proficiency levels as shown in the second set of tables, the significant positive change from fall to spring is supported.

The third set of tables shows that Ann Street Bilingual School second graders had higher national percentile standings in reading and math than did students in other Hartford bilingual programs at three other schools.

In the last set of tables, second graders' spring of the school year responses to a self concept instrument indicate that students at this grade level were higher than national percentile children in self acceptance (seeing themselves being valued by peers, family, and teachers) and school affiliation (viewing school as a positive influence in their lives). Second graders responded about equal to the national sample of children their age in self security (emotional confidence or stability), and responded lower than national norms in social maturity (knowing how they are supposed to think and feel in a variety of social situations).

Grade Three Test Results

Eighty-two percent of all third graders in the two Ann Street Bilingual School classrooms had been enrolled in the school for three or more years. Native language instruction was emphasized 60 percent of the time and English language 40 percent. Expectations were that children would improve significantly in English and Spanish oral language skills, attain levels of Spanish reading and math skills equaling or exceeding those of students in other Hartford bilingual programs, and demonstrate high self concepts.

Evaluative measures used were: Language Assessment Scales - English and Spanish administered individually to each student during the fall and again during the spring; the CTBS Español reading and math subtests administered in the spring by classroom teachers; and Self Observation Scales also administered by classroom teachers during the spring months. Results from these measures are presented in table form below.

Raw Score Change in Oral Language

English

N	Fall RS	Spg RS	Fall SD	Spg SD	r	t value
34	61.9	77.1	18.0	16.4	.84	9.122**

Spanish

N	Fall RS	Spg RS	Fall SD	Spg SD	r	t value
34	80.5	88.6	8.7	8.0	.26	4.620**

**p < .01

Change in Language Proficiency Levels

English

	1	2	3	4	5	Total
Fall	11	7	8	5	3	34
Spring	3	4	7	8	12	34

Chi square = 24.8 (df = 2), highly significant change

Spanish

	1	2	3	4	5	Total
Fall		1	9	14	10	34
Spring			2	5	27	34

Chi square = 40.9 (df = 1), highly significant change

Spanish Total Reading

Ann Street	Comparison
N = 34 22 %ile	N = 48 8 %ile

Spanish Math Computation

Ann Street	Comparison
N = 35 15 %ile	N = 49 11 %ile

Spring Self Observation Scales National Percentiles

N	Self Acceptance	Social Maturity	School Affiliation	Self Security
32	60 %ile	58 %ile	71 %ile	64 %ile

Interpretation:

In both English and Spanish oral language, third graders made highly significant gains over the school year. The raw scores converted to proficiency levels likewise showed highly significant gains from fall to spring.

Ann Street Bilingual School third graders had higher national percentile standings in reading and math than did the students in other Hartford bilingual programs.

Third graders were higher than the national norm group in self acceptance (view themselves positively), social maturity (know how they are supposed to think and feel in a variety of social situations), school affiliation (see school as a positive influence in their lives), and self security (high level of emotional confidence or stability).

Grade Four Test Results

Two-thirds of the fourth graders in two Ann Street Bilingual School classrooms have been enrolled in the school for three or more years. Native language instruction was 55 percent of the time and English language instruction 45 percent at this grade level. Expectations were that children would improve significantly in English and Spanish oral language skills, attain levels of Spanish reading and math skills equaling or exceeding those of students in other Hartford schools, maintain or increase their percentile standing in English reading and math compared to their previous year results, and demonstrate high self concepts.

Evaluative measures used were: Language Assessment Scales - English and Spanish administered individually to each student in the fall and again in the spring of the year; the CTBS Español reading and math subtests administered in the spring by classroom teachers; Metropolitan Achievement Tests reading and math administered in the spring by classroom teachers; and Self Observation Scales also administered by classroom teachers during the spring months. Results for these measures are presented in table form below.

Raw Score Change in Oral Language

English

N	Fall RS	Spg RS	Fall SD	Spg SD	r	t value
27	68.5	79.7	16.6	10.9	.78	5.524**

Spanish

N	Fall RS	Spg RS	Fall SD	Spg SD	r	t value
27	76.2	84.1	12.6	10.9	.55	3.676**

**p < .01

Change in Language Proficiency Levels

English

	1	2	3	4	5	Total
Fall	4	6	10	3	5	28
Spring	1	1	8	10	8	28

Chi square = 17.5 (df = 1); highly significant change

Spanish

	1	2	3	4	5	Total
Fall	2		11	6	9	28
Spring		2	3	7	16	28

Chi square = 10.5 (df = 2); change is highly significant

Spanish Total Reading				Spanish Math Computation			
Ann Street		Comparison		Ann Street		Comparison	
N = 26	21 %ile	N = 41	19 %ile	N = 26	16 %ile	N = 40	18 %ile

English Total Reading			English Math Computation		
N	5/79	4/80	N	5/79	4/80
9	9 %ile	6 %ile	16	18 %ile	14 %ile

Spring Self Observation Scales National Percentiles

N	Self Acceptance	Social Maturity	School Affiliation	Self Security
27	50 %ile	13 %ile	84 %ile	36 %ile

Interpretation:

Fourth graders made highly significant gains in oral language over the school year. Converting the raw scores to proficiently level ratings and applying a chi square statistic to fall and spring rating categories, the results verify the highly significant progress.

Ann Street fourth graders had slightly higher Spanish reading and slightly lower Spanish math skill attainment than did the students in other Hartford bilingual programs. Fourth graders who were tested both in the spring 1979 and spring 1980 had slightly lower national percentile standings in English reading and English math in 1980 than they did in 1979.

Fourth graders identified more positively with school than the national sample, equaled the responses of the national norms in the area of self concept, and came out lower than the national sample in both social maturity and self security.

Grade Five Test Results

Two-thirds of the fifth graders of two Ann Street Bilingual School classrooms had been enrolled in the school for three or more consecutive years. By fifth grade, half of the instruction is in Spanish and half in English. Expectations were that children would improve significantly in English and Spanish oral language skills, attain levels of Spanish reading and math equaling or exceeding those of students in other Hartford bilingual programs, maintain or increase their percentile standings in English reading and math compared to their previous year results, and demonstrate high self concepts.

Evaluative measures used were: Language Assessment Scales - English and Spanish administered individually to each student in the fall and again in the spring of the year; the CTBS Español reading and math subtests administered in the spring by classroom teachers; Metropolitan Achievement Tests reading and math administered in the spring by classroom teachers; and Self Observation Scales also administered by classroom teachers during the spring months. Results for these measures are presented in table form below.

Raw Score Change in Oral Language

English

N	Fall RS	Spg RS	Fall SD	Spg SD	r	t value
30	76.2	84.5	17.4	20.1	.88	4.686**

Spanish

N	Fall RS	Spg RS	Fall SD	Spg SD	r	t value
30	79.3	82.1	14.5	19.9	.89	1.577

**p < .01

Change in Language Proficiency Levels

English

	1	2	3	4	5	Total
Fall	3	1	10	8	8	30
Spring	3		2	7	18	30

Chi square = 18.4 (df = 2), highly significant change

Spanish

	1	2	3	4	5	Total
Fall	2		4	11	13	30
Spring	2			10	18	30

Chi square = 3.4 (df = 1), change not significant

Spanish Total Reading

Ann Street	Comparison
N = 27 23 %ile	N = 28 32 %ile

Spanish Math Computation

Ann Street	Comparison
N = 29 13 %ile	N = 29 9 %ile

English Total Reading

N	5/79	4/80
14	22 %ile	17 %ile

English Total Math

N	5/79	4/80
17	19 %ile	33 %ile

Spring Self Observation Scales National Percentile

N	Self Acceptance	Social Maturity	School Affiliation	Self Security
25	74 %ile	34 %ile	84 %ile	34 %ile

Interpretation:

Fifth graders made highly significant gains in English oral language but not in Spanish oral language. This finding was true for the t statistic applied to raw scores as well as the chi square statistic applied to fall and spring distribution of proficiency levels.

Fifth graders had a higher percentile standing in Spanish math than students from other Hartford bilingual programs, but not in Spanish reading. Similarly, they gained in national percentile standing in English math compared to their previous year efforts, but not in English reading.

Fifth graders viewed themselves much more positively and enjoyed school activities more than the national sample. However, their test results indicated they were lower than the national norms in the areas of social maturity and self security.

Grade Six Test Results

Three-quarters of the students of the two Ann Street Bilingual School sixth grade classrooms had been enrolled in the school program for three or more years. At this grade level, instruction in Spanish is 40 percent and instruction in English 60 percent. Expectations were that children would improve significantly in English and Spanish oral language skills, attain levels of Spanish reading and math equaling or exceeding those of students in other Hartford bilingual programs, maintain or increase their national percentile standings in English reading and math compared to their previous year efforts, and demonstrate high self concepts.

Evaluative measures used were: Language Assessment Scales - English and Spanish administered individually to each student in the fall and again in the spring of the year; the CTBS Español reading and math subtests administered in the spring by classroom teachers; and Self Observation Scales also administered by classroom teachers during the spring months. Results for these measures are presented in table form below.

Raw Score Change in Oral Language

English

N	Fall RS	Spg RS	Fall SD	Spg SD	r	t value
30	80	89.2	13.6	12.5	.67	4.736**

Spanish

N	Fall RS	Spg RS	Fall SD	Spg SD	r	t value
30	79.9	87.4	11.9	8.5	.37	3.493**

**p < .01

Change in Language Proficiency Levels

English

	1	2	3	4	5	Total
Fall	2	1	4	11	12	30
Spring	1		3	2	24	30

Chi square = 20 (df = 1), highly significant change

Spanish

	1	2	3	4	5	Total
Fall	1	1	3	11	13	30
Spring			1	6	23	30

Chi square = 13.6 (df = 1), highly significant change

Spanish Total Reading

Ann Street		Comparison	
N = 31	20 %ile	N = 28	25 %ile

Spanish Math Computation

Ann Street		Comparison	
N = 31	21 %ile	N = 28	28 %ile

English Total Reading

N	5/79	4/80
13	10 %ile	12 %ile

English Math Computation

N	5/79	4/80
14	15 %ile	16 %ile

Spring Self Observation Scales National Percentiles

N	Self Acceptance	Social Maturity	School Affiliation	Self Security
23	75 %ile	41 %ile	86 %ile	42 %ile

Interpretation:

Sixth graders made highly significant gains in English and Spanish oral language. The tables above showed this first when a t statistic was applied to fall and spring raw scores and then again when a chi square statistic was applied to fall and spring distributions of proficiency ratings.

In Spanish reading and Spanish math, Ann Street Bilingual Program sixth graders had lower percentile standings than did students in other Hartford bilingual programs. However, in comparing their current year national percentiles in English reading and English math with their previous year standing, sixth graders made slight gains in both skill areas.

In self concept testing, sixth graders viewed themselves more positively than the national sample. Likewise, they viewed school activities more positively than the national norm group. But in the areas of social maturity and self security, Ann Street Bilingual Program sixth graders responded lower than national norm children.

Test Results Across Grade Levels

Fall to Spring Raw Scores for Language Assessment Scales

	Oral English							Oral Spanish						
Gr	N	Fall RS	Spg RS	Fall SD	Spg SD	r	t value	N	Fall RS	Spg RS	Fall SD	Spg SD	r	t value
K	33	39.3	30.1	28.5	28.1	.77	2.748**	31	64.8	63.8	20.4	19.9	.71	.338
1	43	42.3	57.2	22.6	27.1	.87	7.395**	45	67.8	78.8	16.1	17.2	.74	6.140**
2	35	52.6	71.9	18.8	17.9	.76	9.083**	34	78.3	81.6	11.5	12.4	.77	2.402*
3	34	61.9	77.1	18.0	16.4	.84	9.122**	34	80.5	88.6	8.7	8.0	.26	4.620**
4	27	68.5	79.7	16.6	10.9	.78	5.524**	27	76.2	84.1	12.6	10.9	.55	3.676**
5	30	76.2	84.5	17.4	20.1	.88	4.686**	30	79.3	82.1	14.5	19.9	.89	1.577
6	30	80	89.2	13.6	12.5	.67	4.736**	30	79.9	87.4	11.9	8.5	.37	3.493**

**p < .01 *p < .05

Interpretation:

Students made excellent progress in English and Spanish oral language skills at every grade level except kindergarten where English oral skills regressed and Spanish oral language skills remained unchanged over the school year and at grade 5 where Spanish oral language skills did not change significantly.

National Percentiles for Spring 1980 Self Observation Scales

Gr	N	Self Acceptance	Social Maturity	School Affiliation	Self Security
K	34	63%ile	16%ile	64%ile	34%ile
1	47	73%ile	39%ile	73%ile	63%ile
2	32	58%ile	36%ile	73%ile	51%ile
3	32	60%ile	58%ile	71%ile	64%ile
4	27	50%ile	13%ile	84%ile	36%ile
5	25	74%ile	34%ile	84%ile	34%ile
6	23	75%ile	41%ile	86%ile	42%ile

Interpretation:

Students at every grade level except grade 4 responded more positively than national norm children concerning values they held about their own importance and general competence. At grade 4, children responded about the same as the national norm children. Children were even more positive about schooling and its influence upon their lives.

This was not the case for children's feelings about their self security where they responded less positively than the national norms at all but one grade level, and, their social maturity where they responded less positively than the national norms at four of seven grade groupings.

National Percentiles for Spring 1930 CTBS Español:
Ann Street Compared to Bilingual Program Students
from Three other Hartford Schools

	Spanish Total Reading				Spanish Math Computation			
	Ann Street		Comparison		Ann Street		Comparison	
Gr	N	%ile	N	%ile	N	%ile	N	%ile
1	46	34	-	-	46	19	-	-
2	36	41	49	18	36	55	50	34
3	34	22	46	10	35	15	49	11
4	26	21	44	14	26	16	40	18
5	27	23	29	16	28	32	29	9
6	31	20	28	22	31	21	28	28

Interpretation:

Ann Street students attained higher Spanish reading percentiles at four of five grade levels and higher Spanish math percentiles at three of five grade levels than their counterparts in three other Hartford schools.

National Percentiles for Spring 1979 and Spring 1980
Metropolitan Achievement Tests

	English Total Reading			English Math Computation		
Gr	N	5/79 %ile	4/80 %ile	N	5/79 %ile	4/80 %ile
3	1	11	42	24	39	17
4	9	9	6	16	18	14
5	14	22	17	17	19	33
6	13	10	12	14	15	16

Interpretation:

Ann Street students improved their English reading and English math percentile standings over their previous year achievement at two of the four grade level groupings where the tests were used.

Progress in Social Studies and Science

During second semester of the 1979-80 school year, classroom teachers were to begin the recording of information about their social studies and science offerings. Specific information such as the titles of their teaching units, number of weeks taught, date of unit tests, and the concepts taught were collected so that future steps could be taken to integrate the offering up through the grade levels. Additionally, teachers were to record the percent of correct responses on each unit test for each child. The expectation was that students on the average would demonstrate 75 percent mastery of all test items measuring the units studied.

Social studies results were available from teachers of grades 1, 2, 4 and 5. Science results were available from teachers of grades 2 and 4. Children averaged 79 percent correct responses for the 12 social studies unit tests and 76 percent correct responses from six science unit tests.

Progress of Ann Street Bilingual School Graduates

Ann Street Bilingual School graduates go on to Hartford middle schools where a city-supported follow-up program helps them through the transitional year. The expectation is that these students will make the transition and improve in national percentile standings in both reading and math. The following results were found for Ann Street Bilingual School graduates attending Quirk Middle School.

Total Reading				Math Computation			
Grade Level	N	5/79 %ile	4/80 %ile	Grade Level	N	5/79 %ile	4/80 %ile
7	12	10	19	7	15	9	23

The results indicate improved national percentile standings for Ann Street Bilingual School graduates in both reading and math.

TITLE VII BILINGUAL SCHOOL IMPACT STUDY

A study was made during the month of February in 1980 to determine the similarity of students enrolled in bilingual programs in three Hartford Schools to those enrolled at the Ann Street Bilingual School. The information was expected to be helpful in evaluating Ann Street School student progress compared to that of students from the other three schools combined.

Only student names, grade levels, age, and number of continuous years in the bilingual program were obtained from the schools. Administrative staff at each school helped check the accuracy of the figures.

The following table shows the number of students enrolled in bilingual programs at each school and the mean years of continuous bilingual programming per grade grouping.

	Ann Street		Barnard Brown		Vine Street		SAND	
	N	Mean Years in Bilingual	N	Mean Years in Bilingual	N	Mean Years in Bilingual	N	Mean Years in Bilingual
K	42	-	34	-	18	-	15	-
Gr 1	51	1.1	39	1.1	29	1.1	34	1.0
Gr 2	38	1.75	22	1.6	15	1.3	24	1.9
Gr 3	39	2.9	27	1.6	9	1.9	24	1.7
Gr 4	31	3.3	19	1.7	5	2.2	20	1.4
Gr 5	31	4.1	17	2.6			12	1.8
Gr 6	32	4.6	18	2.8	--		10	2.0
Totals	264		175		76		139	

The table shows that there were 390 students enrolled in bilingual programs in the three schools with which the progress of 264 Ann Street School students could be compared. The table also shows Ann Street School to have a much larger proportion of students with continuous years of bilingual programming than any of the other schools.

Next, a count was made of the number of students having three continuous years of bilingual programming by grade levels, their mean ages, mean English language proficiency, and their language dominance. The last two statistics were obtained from the Testing Office. The LAB scores for Ann Street were for the spring of 1978 while those obtained for students from the comparison schools were for the spring of 1979.

	N	Mean Age	Mean English LAB	Dominance Spanish	Bilingual	English
Ann Street School:						
Gr 3	30	8-5	21.4	62%	38%	-
Gr 4	19	9-4	30.9	42%	53%	5%
Gr 5	23	10-3	50.0	13%	65%	22%
Gr 6	24	11-5	57.3	29%	71%	-
Comparison Schools:						
Gr 3	6	8-5	14.3	83%	17%	
Gr 4	6	9-9	18.5	100%	-	
Gr 5	10	10-8	21.4	44%	56%	
Gr 6	10	11-9	37.2	30%	70%	

Since the only English dominant students were from Ann Street School, these students were dropped from the comparison to make the groups more similar. The revised tabulated data for Ann Street School was as follows:

	N	Mean Age	Mean English LAB	Spanish	Bilingual
Ann Street School:					
Gr 3	30	8-5	21.4	62%	38%
Gr 4	18	9-5	29.9	44%	56%
Gr 5	18	10-3	49.8	17%	83%
Gr 6	24	11-5	57.3	29%	71%

Comparing the information for the last two tables above, one finds extremely small sample sizes for comparison school students having three or more continuous years of bilingual programming. The table also shows Ann Street School students tending to be slightly younger at three out of four grade level groupings than comparison school students. One also notices considerably higher average English LAB scores for Ann Street School students than for comparison school students. The purpose of the LAB score comparison was to determine the English proficiency of the students as close to the starting point of the three years of continuous bilingual programming as possible. Spanish LAB scores were not available for most comparison school students, so an analysis of students' Spanish language proficiency was not attempted.

The next and final analysis made in the mid-winter study was to determine comparison school students at the same grade levels as Ann Street students who had one or less years of enrollment in their schools' bilingual programs. The results are presented on the next page along side the statistics for Ann Street students having three continuous years of bilingual programming.

	1979-80 Ann Street Students		1979-80 Comparison School Students	
	N	Mean Age	N	Mean Age
Gr 3	30	8-5	28	9-0
Gr 4	18	9-5	24	10-1
Gr 5	18	10-3	11	11-3
Gr 6	24	11-5	9	11-8

The table of information shows a somewhat larger sample of comparison school students, but students who are typically older for their grade level in school than Ann Street School students.

A primary need of the Ann Street School Title VII evaluation is to find a similar population of students very much like Ann Street School students, but who do not receive bilingual programs in their school. This would permit an evaluation to effectively deal with the magnitude of any changes in student school progress. However, Hartford has enrolled all eligible Spanish students in bilingual programs in the schools studied, parents permitting. So, the study concentrated on finding students in comparison schools who had just started in bilingual programs. Small samples of such students were found; however, they were somewhat older for their grade level in school than Ann Street students.

In viewing likenesses or differences of the groups in another way, it was found that just under three-quarters of all Ann Street students in grades 3-6 had three or more years of continuous enrollment in their school. So, it was important to find out how many comparison school students had three or more continuous years enrollment in their schools' bilingual programs. Only one-fifth of the grade 3-6 students had. For the small sample of comparison school students having three continuous years of bilingual program enrollment, their previous year English language proficiency, on the average, was considerably below that of Ann Street students who had been tested with the same test a year earlier.

Not many similarities were found between the Ann Street Bilingual School population and the comparison population. Nevertheless, comparisons were again made following spring 1980 LAS and CTBS Español testing between Ann Street Bilingual School three year enrollees (excluded English dominant students) and: (1) comparison school three year bilingual program enrollees; and (2) one year or less bilingual program enrollees. Results were as follows.

Three Year Ann Street Versus Three Year Comparison Students

Grade Level	Spanish Total Reading				Spanish Math Computation			
	Ann Street		Comparison		Ann Street		Comparison	
	N	%ile	N	%ile	N	%ile	N	%ile
3	24	24	5	5	24	18	6	12
4	17	25	4	16	17	25	5	36
5	16	24	10	9	17	32	10	21
6	23	21	9	17	23	20	9	32

Three Year Ann Street Versus One or Less Years Comparison Students

Grade Level	Spanish Total Reading				Spanish Math Computation			
	Ann Street		Comparison		Ann Street		Comparison	
	N	%ile	N	%ile	N	%ile	N	%ile
3	24	24	20	10	24	18	20	10
4	17	25	21	13	17	25	22	14
5	16	24	11	8	17	32	11	14
6	23	21	8	22	23	20	8	31

Three Year Ann Street Versus Three Year Comparison Students

Gr	Oral English							Oral Spanish						
	Ann Street			Comparison				Ann Street			Comparison			
	N	RS	SD	N	RS	SD	t value	N	RS	SD	N	RS	SD	t value
3	27	81	12.1	6	26	24.9	8.177**	27	89	8.2	0	-		-
4	17	79	11.3	6	19	8.9	11.737**	17	84	10.4	1	27	-	-
5	17	90	10.3	10	32	16.1	11.481**	18	83	15.2	4	50	13.1	4.016*
6	24	88	13.6	10	44	17.2	7.960**	24	88	8.8	10	74	14.0	3.588**

**p < .01 *p < .05

Three Year Ann Street Versus One or Less Year Comparison Students

Oral English

Gr	Ann Street N	Ann Street RS	Ann Street SD	Comparison N	Comparison RS	Comparison SD	t value
3	27	81	12.1	22	18	8.8	20.180**
4	17	79	11.3	22	35	18.2	8.753**
5	17	90	10.3	11	34	15.3	11.732**
6	24	88	13.6	6	47	17.1	6.415**

Oral Spanish

Ann Street N	Ann Street RS	Ann Street SD	Comparison N	Comparison RS	Comparison SD	t value
27	89	8.2	4	28	6.1	14.098**
17	84	10.4	5	43	13.0	7.334**
18	83	15.2	3	70	33.4	1.163
24	88	8.8	9	81	17.9	1.615

**p < .01

Interpretation:

The impact study showed the Ann Street Bilingual School to have a much higher proportion of students with three or more continuous years of bilingual programming than bilingual program students studied at three other Hartford schools. The ratio found was three quarters compared to one-fifth. Also, Ann Street Bilingual School students were younger for their grade level in school than the bilingual program students from the three other schools.

Comparing the Spanish reading, oral English and oral Spanish, Ann Street School students had considerably higher spring 1980 attainment levels at almost every grade level than the bilingual program students from the comparison schools.

Attainment in math computation was closer to being equal with Ann Street exceeding the three year bilingual program students at only half the grade levels compared, and exceeding the one year or less bilingual program students at three of the four grade levels compared.

The impact study shows higher achievement in Spanish reading and in English and Spanish oral language for students who have been enrolled in the Hartford Ann Street Bilingual School program for three or more continuous years when compared to the combined bilingual program students in three other Hartford schools.

PROFESSIONAL DEVELOPMENT OF STAFF AND PARENT INVOLVEMENT

Ann Street Bilingual School staff participated in a great number of professional activities beyond their teaching responsibilities. Some of these activities are described in the sections that follow.

College and Inservice Credits Earned

Seven staff persons participated in a course offering by the University of Rhode Island entitled "AV Equipment and Materials." The classes were held in the Ann Street School one afternoon weekly from January through the month of May. Participants earned three credit hours towards degree programs. An additional staff person earned three credit hours from the same institution for completion of a course entitled Overview of Bilingual Education. Hartford Board of Education inservice credits were earned by another staff person for participation in "Using the New ISS Math Program" and "CPR Inservice." Another of the teaching staff earned six credit hours in special education.

Two staff paraprofessionals requested and were granted leaves of absence to pursue baccalaureate degrees at the University of Puerto Rico and at Central Connecticut College. Five paraprofessionals participated in a Board of Education sponsored linguistic offering. Another staff paraprofessional earned six credits in early childhood education at the Greater Hartford Community College.

One Ann Street School administrator received six credits in bilingual education from the Bankstreet University in New York City.

Conferences and Workshops Attended

Staff attended a conference sponsored by the Connecticut Council of Language Teachers in October, a social studies workshop during the same month, training workshops during the months of January and February to aid teachers in the identification of gifted students, two TESOL conferences during the months of April and May, and a Hartford Board sponsored bilingual conference in May.

Additional Services Performed by Teachers

Teachers contributed services beyond the classroom for the success of the overall school program. Besides their participation in the development of a coordinated curriculum in the basic school studies, teachers took on responsibilities to improve the safe and orderly operation of the school, and contributed to the expanded educational offerings for students, parents, and the community. Below are some examples of the additional services teachers performed.

Organized inservice for the Bilingual School
Trained students to operate AV equipment
Gave extra Spanish instruction to English speaking students
Offered services in the selection of books and instructional supplies
Teachers' Union school committee
Emergency Committee of the school
Spanish Reading Curriculum Committee of Hartford Bilingual Department
Promotion Criteria Committee of Hartford Bilingual Department
Chairperson for School's inservice program
Safety Patrol supervisor
Tutored 15 students 3 days weekly in after school math program
Chairperson of the Emergency Committee of the school
Organized graduation program
Participant on curriculum committee
Made recommendations for the program for gifted students
Intense communication with parents to include them in the educational and evaluation process.

How A Bilingual School is Organized

On the 29th of October, eight Ann Street Bilingual School staff persons and parents traveled to Bridgeport, Connecticut to present to the Bridgeport Board of Education "How a Bilingual School is Organized." The presentation beginning at 3 p.m. indicated how the Hartford Bilingual School is organized and how the community was instrumental in bringing this school about.

Fall Bilingual-Bicultural Education Association Conference

On November 3, Fairfield University in Connecticut was the site of a one-day Saturday conference on bilingual-bicultural education. Five Ann Street Bilingual School staff attended. Development of criterion reference test in Portuguese, developing Italian bilingual programs and ESL in the bilingual classroom were three of the morning presentations. Afternoon sessions emphasized selecting and redefining bilingual program objectives, comprehensive evaluation, and community involvement. The luncheon speaker was Dr. Samuel Betances from Northeastern Illinois University who spoke on "Desegregation and Bilingual Education."

Criterion Referenced Tests for Social Studies

A kindergarten through grade three social studies criterion-referenced test was developed by Alberto Hernández of the Hartford Bilingual Curriculum Center. He discussed its potential with 19 Ann Street Bilingual School staff February 26. In addition to the value of the tests in helping teachers to determine pre-posttest mastery of social studies skills, it provides a variety of suggested learning activities.

Teachers were requested to look over the tests and determine whether they were suitable for the age and grade levels of their students. They were also asked to rate the tests in terms of format, instructions, and skills included. Their appraisal was asked to be returned to Mr. Hernández, the developer, by the end of April.

A Title VII summer workshop centered about the social studies curriculum for the school. These tests were helpful in deciding the scope and sequence of activities in this curriculum area.

CUMBRE Summer Workshop

Nineteen persons from the Ann Street Bilingual staff and two from St. Peter's participated in an 11 day workshop from June 23 to July 14 aimed at curriculum development for bilingual gifted and talented children. Starting with an overview of the Bilingual School's half year old program for the gifted, Encendiendo Una Llama, the group heard presentations on cultural and linguistic factors, identification of talent, working with gifted and talented children in the regular classroom, and resources for developing independent learning programs.

Additional presentations and discussions centered about creativity centers, stimulating reading and writing, community involvement, and developing higher level learning skills of children.

Following the curriculum workshop for gifted and talented, staff spent one week more integrating social studies and science offerings across grade levels.

Social Work and Counseling

The Ann Street Bilingual School has part-time social work provided by the school system and part-time counseling provided by Title VII funding. The major social work responsibility is to work with parents to improve children's school attendance and/or adjustment. Besides this, the social worker serves as chairperson of the Pupil Assessment Team in the Bilingual School, a responsibility which involves her in every meeting with parents and school staff in the consideration of special education programs for students.

An additional school activity this year was the provision of counseling services to children having problems in the classroom. Children were most often seen in small groups where they sometimes portrayed pictures of themselves involved in family activities. Other times, communication was established through the medium of pupetry or through play activities with toys or educational games. The major counseling effort centered about ten children during the 1979-80 school year.

Speech, Hearing and Health Services

Speech and hearing services supported by the school system were provided to 21 Bilingual School children during the 1979-80 school year. Twenty of the children received therapy twice weekly for language difficulties. The other child had attention directed towards problems of articulation. By yearend, about one-third of these children were judged to have made much improvement. Another third improved some while the remaining children did not show much improvement. Fourteen will continue to receive speech therapy during the next school year.

Health services provided by the school system were directed towards a wide range of activities. Over the school year, there were 1600 first aid cases, physical exams for 95 children, 35 referrals for complete vision examinations and 24 audio screening referrals. Besides all of these, the nurse organized a blood pressure clinic for parents early in the school year and transported children to receive dental care on Friday mornings. She probably is recognized most of all for her services to new families coming into the city who she assists in locating available health services.

Parent Involvement

Each Ann Street Bilingual School teacher was requested to keep a record of the names and dates of each parent visit to classrooms during the 1979-80 school year. The total number of individual parent names recorded as having visited by nine teachers and three staff specialists was 151. Since school enrollment started with 270 children, the figure of 151 represents 56 percent of all families having children enrolled in the school.

Besides the parent visits made for the purpose of viewing the classroom, talking with the teacher on taking part in the more formal parent/teacher conferences, some parents became much more involved. Some took responsibilities related to the school lunch program, some served as classroom aides, others helped on field trips and with special classroom activities. Teachers were also requested to keep an accounting of those parents who had volunteered to help make the school program more successful. Ten teachers indicated that 117 parents had performed voluntary services such as those described above.

Each year the Bilingual School offers educational opportunities especially designed to meet parents' needs. During 1979-80, an English as a Second Language offering taught by Ms. Dalia Soto was offered during a period from January through May. Five parents and five paraprofessionals attended the weekly class sessions.

Parent Advisory Group Meeting

A meeting of the Parent Advisory group was held at the Ann Street Bilingual School December 18 from 7:30 to 9 p.m. Sixteen parents and some of their children attended as well as Ann Street staff.

The Bilingual School academic coordinator thanked the parents for coming and emphasized the importance of getting their ideas about the Ann Street Program.

The Director of Encendiendo Una Llama, next explained the purpose of this new bilingual program for gifted and talented students. He invited parents to become involved while its just starting to have their wishes included in the plans.

Most of the evening was devoted to parent questions and discussion of the questions. One parent said she felt the school should develop standards and work for these standards. She said she could not understand why a child might be behind in a second language but not in his native language. Neither could she accept the idea that a child with enough intelligence being behind in math.

Following a discussion of the above questions, another parent said she did not know what the teacher's curriculum for his child was and would appreciate hearing from that teacher in this respect. He said if he was informed about the above, then he might be able to make suggestions for the Title VII project application.

Additional questions centered around the special education program and the new math program in the school. The fifth grade teacher described the new math offering for 4th, 5th, and 6th graders as one that identifies what arithmetic skills each child has mastered and informs the teacher so that math teaching centers on the skills "where the child is."

A final question raised by parents related to the new math program was: Could they be informed about areas where they could help their children at home to do well in this new math program?

Discovery Day Program at the Bilingual School

Parents, staff, and administration were invited to attend a November 19 commemoration of the 486th anniversary of the Discovery of Puerto Rico at the Ann Street Bilingual School. About 40 parents, other community, and Board of Education persons attended.

Three community persons were invited to speak with children about the meaning of the celebration. Jimmy Morales from the San Juan Center, Victor Melendey from Casa de Puerto Rico, and Victor Agrait from Legal Services

spoke about the implications of the occasion. This was followed by a demonstration of Puerto Rican cuisine where the community visited the cafeteria and sampled Puerto Rican dishes which had been prepared.

In addition to the speakers, each kindergarten through grade three classroom of students presented special programs they had prepared. The first grade classroom presented songs about Puerto Rican Discovery Day and danced the rumba. Second graders featured two students and a parent performing a dance and the whole class sang two songs: Christopher Columbus and Puerto Rico. Third graders dressed as Indians presented a dance of the Puerto Rican "hills people," the Jibiros. Another 1st grade class put on a song and play enacting how Christopher Columbus discovered Puerto Rico...from birth, to the King, to Spain, and finally to the new land. A third and fourth grade class presented a medley of songs to conclude the morning program.

An afternoon program began after lunch with a repeat performance of a medley of songs. This was followed by the singing of the Puerto Rican national anthem. Another class group dressed as Jibiros presented a dance and short play in Spanish, and fourth graders concluded the program with songs from Puerto Rico.

SELECTED SCHOOL OPPORTUNITIES FOR STUDENTS

This section describes a few of the variety of expanded school opportunities that were available for Ann Street Bilingual School students during the 1979-80 school year.

A Thanksgiving Program at the Bilingual School

November 20 was the day that Thanksgiving was celebrated at Ann Street School. Two classes of students from St. Peters walked to the school and attended the program. Twelve parents were also in attendance.

One class of students presented the story of Chicken Little. Another group presented a Thanksgiving Day poem. A musical play was prepared and presented by grade 4 students entitled The Thanksgiving Feast. Another grade 4 class read a Thanksgiving Day poem. Fifth graders featured a song that was acted out entitled Johnny Appleseed Song. Sixth graders prepared and presented a Thanksgiving anagram. The play, A Thanksgiving Nightmare, was the final presentation put on by other fifth graders.

Jurybell Rodriguez portraying "Chicken Little"

Christmas Celebrated at Ann Street

Few students expected that a firetruck driving up to the front of Ann Street School December 21 would be transporting Santa Claus to the school. But that's what happened! The fire truck also contained presents to be given out to each student. A prominent Puerto Rican from the community made it all possible!

It took most of the morning hours for Santa seated in the assembly area outside the office to speak to and give a present to each and every child.

Each class after receiving their gifts went back to their room to open gifts and celebrate with a party. Over 50 parents and other community persons watched or took part in the children's celebration.

CUMBRE Expanded School Day Programs

The school day was extended 1½ hrs daily during the months of April and May for children to participate in a wide variety of enrichment, cultural, and special academic offerings. Attendance in the after school sessions was voluntary.

Cultural Enrichment. Eleven children elected the cultural enrichment offering. They had the opportunity to visit cultural settings and attend activities within the city at little or no cost to the program or children. The program was one hour each Monday and two hours on Thursdays. The trips were more than just site-seeing as the teacher helped them understand procedures for finding out information about the various activities selected for visits. Children visited Hartford Public Library, the State Library and Museum, a grocery store and the teacher's home, Ringling Brothers Circus, Butler McCook Homestead, Mark Twain House and Victorian Fair, the Greater Hartford Festival, and a swimming trip.

The trip to the circus was paid for by a bake sale sponsored by children in the program. Children were exposed to places, ideas, and concepts that were new to them. They learned to observe more carefully, ask thoughtful questions and to use the newspaper to learn about the great variety of cultural offerings in the Hartford area.

Personal Growth. Ten children worked during after school hours with the Bilingual School counselor. Games were often used as a medium to converse with these children in an effort to bring about more positive behavior. The counselor would describe the objectives of the program more broadly as an effort to help children improve their self image, interact more positively with their peers, communicate better generally and have a better relationship with their parents. Children met 45 minutes daily three days weekly from March 24 through June 12.

Other activities besides game playing took place. At some sessions, children made drawings. Other sessions were devoted to talking about different experiences and sharing materials. The counselor summed up the benefits of the sessions by saying children had the opportunity to air many of their hopes and dislikes and seemed to show greater respect for their classmates as a result of the sessions.

Reading. Seven children received the special and concentrated help of a reading teacher. Children who were encountering serious difficulty in their classroom English reading were encouraged to participate and did. They met one hour weekly in groups of two or three. Thorough diagnostic testing preceded the instruction. The Bilingual School's reading teacher advised concerning the children's needs. The program then emphasized individual tutoring over the eight week period of the program.

Theatre for Children. Altogether, 18 children participated in the theatre offering. Those having theatrical interest and talent were encouraged to enroll. Sessions were held on Tuesdays, Thursdays, and Fridays over the two-month period the program ran. The instructor was especially knowledgable about the staging of plays and found much interest among the children in constructing the scenery needs for several dramatic presentations made for the student body near the close of the school year.

Math Remediation. Fifteen children were encouraged to participate in the after school math remediation program. The program was offered for 5 weeks, 45 minutes daily on Mondays, Wednesdays, and Thursdays. Rather than attempt to remediate all math needs, the teacher emphasized basic facts in multiplication. Much of the approach was simply drills in the basic facts using two and three digit numbers as multipliers. The teacher reported that improvement was shown by some of the children.

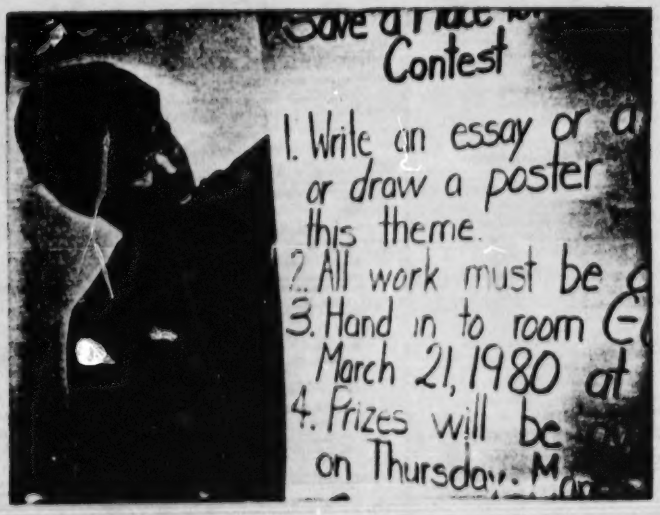
Spring Competitions

Special contests were planned for Ann Street students during winter and early spring months to encourage children's interest in language arts and ecology.

"Save a Place for Wildlife" was the theme used to stimulate students to create poems, essays, and posters during the month of February. Students from ten classrooms participated with a total of 125 entries coming from students of grades 1-6 classrooms.

Outstanding poems, essays, and posters were displayed with ribbons attached to winners on the walls of the first floor assembly area to give further recognition to youth's efforts.

The second of the Ann Street School spring competitions brought together representatives from each of the four grade 4-6 classrooms for a spelling bee. This was held from 9:30 to 11 in the school library May 7.



Carlos Figueroa received special recognition for his essay entitled "Hunted" in the school's essay competition

Seventeen contestants were entered in the English spelling competition and 19 competed in the Spanish part.

Stephen Welles held on to become the best speller in English followed by Joshua Smith and Linda Caban. Joshua Smith was the best speller in Spanish followed by Carmen Dias and Francisco Caban.

All of the contestants had copies of the words used in the competition approximately two weeks before the event.

Each contestant had to repeat the word to be spelled after the judge pronounced it and used it in a sentence.

The language development specialist was the judge and emphasized that each contestant should try and do his (her) best. This was important she said because each of them was already a winner by the very fact that they were the outstanding spellers from their classrooms.

Joshua Smith was the best speller in Spanish in the April schoolwide spelling bee

Opportunities for the Gifted and Talented

Encendiendo Una Llama is a bilingual gifted and talented program which provided a first year of services to selected children from Hartford's Ann Street Bilingual School, Barnard Brown and St. Peters during the 1979-80 school year. Twenty-three students from Ann Street alone participated in the after school component of this program. An additional 14 students pursued special activities in an Encendiendo Una Llama resource room during the school day. Additional students benefitted indirectly from a third component of the program operating in the regular classroom.

The after school component staffed by eight part-time bilingual teachers who were specialists in a variety of areas offered daily after school activities which were mostly mini-units dealing with such subjects as: community resources, city budget, reading, science, music, "artistas a la orden," report writing, and social studies.

The school day resource room component serviced children's interest as well as special "activities for talent to surface." In the classroom component, teachers provided acceleration, enrichment, and creative activities for children identified as having special talents.

In the only achievement testing which overlapped the services of this program during the first year, English and Spanish oral language skills of participants were found significantly advanced. Additionally, after school program staff as well as classroom teachers indicated that about one-third to one-half of all the participants in this program improved in regular classroom work. This finding did not infer that the remaining students did not do well as a considerable number of teacher responses stated that many of these students were already doing well in their school work thus making it almost impossible for these students to "improve."

Thus the beginnings of a program for gifted and talented children provides still another means of servicing Ann Street Bilingual School children with a wide variety of educational experiences.

RESULTS RESTATED IN TERMS OF TITLE VII PROPOSAL OBJECTIVES

This section of the evaluation report reorganizes and presents evidence discussed in earlier sections so that it relates in turn to each of the Title VII objectives presented in Hartford's 1979-80 proposal application (as ammended by the February 1980 Interim Report).

OBJECTIVE 1: KINDERGARTEN PUPILS ON THE AVERAGE WILL:

1a. Improve Spanish language skills

Criteria proposed: Language Assessment Scales - Spanish administered in October and May
Standard set: Significant positive change ($p < .05$) expected in the five categories of ratings using chi square one sample test
Results: Spanish oral language skills did not change significantly from fall to spring testing.

1b. Improve English language skills

Criteria proposed: Language Assessment Scales - English administered in October and May
Standard set: Significant positive change ($p < .05$) expected in the five categories of ratings using chi square one sample test
Results: English oral language skills regressed significantly from fall to spring testing.

1c. Demonstrate high self concepts

Criteria: Self Observation Scale, Primary Level in Spanish administered in April
Standard set: Overall national percentile score expected to exceed 50th percentile (average for national norm)
Results: Children demonstrated high concepts in the areas of self acceptance and school affiliation but not in social maturity and self security.

OBJECTIVE 2: GRADE 1-6 PUPILS ON THE AVERAGE BY GRADE LEVEL WILL:

2a. Improve Spanish language skills

Criteria proposed: Language Assessment Scales - Spanish administered in October and May
Standard set: Significant positive change ($p < .05$) expected in the five categories of ratings using chi square one sample test
Results: Significant positive change in Spanish oral language skills was obtained by students at every grade level grouping except grade five

2b. Attain a level of proficiency in Spanish language equaling or exceeding those of students in other Hartford bilingual programs

Standard set: Comparison of spring 1980 scores between grade level groupings using an independent t statistic ($p < .05$)
Results: See the results for a similar comparison in Bilingual School Impact Study section.

2c. Improve English language skills

Criteria proposed: Language Assessment Scales - English administered in October and May
Standard set: Significant positive change ($p < .05$) expected in the five categories of ratings using chi square one sample test
Results: Significant positive change in English language skills obtained by students at every grade level grouping.

2d. Attain a level of proficiency in English equaling or exceeding those of students in other Hartford bilingual programs

Standard set: Comparison of May 1980 scores between grade level groupings using an independent t statistic ($p < .05$)
Results: See the results for a similar comparison in Bilingual School Impact Study section.

2e. Attain a level of Spanish reading attainment equaling or exceeding those of pupils in other Hartford bilingual programs

Criteria proposed: CTBS Español-Reading administered in May
Standard set: Comparison of May 1980 scores between grade level groupings using an independent t statistic ($p < .05$)
Results: Raw scores were converted to standard scores, averaged, translated into national percentiles by grade levels, and compared instead of using the statistical analysis stated above. Ann Street pupils had higher Spanish reading percentiles than comparison pupils at four of five grade level groupings. Comparison pupils had higher Spanish reading percentiles at grade 6.

2f. Attain a level of math skills equaling or exceeding those pupils in other Hartford bilingual programs

Criteria proposed: CTBS Español-Math administered in May
Standard set: Comparison of May 1980 scores between grade level groups using an independent t statistic ($p < .05$)
Results: Raw scores were converted to standard scores, averaged, translated into national percentiles by grade levels, and compared instead of using the statistical analysis stated above. Ann Street pupils had higher math percentiles than comparison pupils at three of five grade level groupings. Comparison pupils had higher math percentiles at grades 5 and 6.

2g. Demonstrate high self concepts

Criteria proposed: Self Observation Scale - Primary Level in Spanish at grades 1-4; Intermediate Level at grades 5 and 6
Standard set: National percentile scores by grade level groupings expected to exceed the national norm average (50th percentile)
Results: Students at every grade level but four responded more positively than national norm children in the area of self acceptance. At grade 4, students responded about the same as the national norm. Children were even more positive in the area of school affiliation, but did not respond as positively as national norm children in the area of social maturity at six of seven grade levels. In self security, Ann Street students were lower than national norms at four of seven grade level groupings.

2h. Grade 4-6 students will maintain or increase their English reading and math skill over a 12 month period

Criteria proposed: MAT: Reading and Math Computation administered March and April 1980
Standard set: Scores averaged by grade levels will be converted to national percentiles and compared to previous year attainment
Results: Ann Street students improved their English reading and math percentile standings over their previous year achievement at two of the four grade level groupings where the tests were used.

2i,j. Improve science and social studies skills and knowledge

Criteria proposed: Teacher made tests administered at the end of science and social studies units studied second semester
Standard set: Expectation that students on the average will demonstrate mastery of 75 percent of all test items measuring the units studied
Results: Social studies results were available from teachers of grades 1, 2, 4, and 5. Science results were available from teachers of grades 2 and 4. Children averaged 79 percent correct responses for the 12 social studies unit tests and 76 percent correct responses from 6 science unit tests.

OBJECTIVE 3: GRADE 7 STUDENTS (GRADUATES) ON THE AVERAGE WILL:

3a. Improve in English reading

Criteria proposed: MAT: Total Reading administered city-wide during May
Standard set: Reading percentile standing for May 1980 expected to be higher than their percentile standing for May 1979
Results: Ann Street graduates improved nine percentile points in reading over the 12 month period.

3b. Improve in math computation

Criteria proposed: MAT: Math Computation administered citywide during May
Standard set: Math Computation percentile standing for May 1980 expected to be higher than their percentile standing for May 1979
Results: Ann Street graduates improved 14 percentile points in math computation over the 12 month period.

OBJECTIVE 4: STUDENTS WITH THREE OR MORE CONTINUOUS YEARS AT ANN STREET SCHOOL (GRADES 3-6 WITH ENGLISH DOMINANT STUDENTS EXCLUDED) WILL:

4a. Show Spanish language proficiency and Spanish reading exceeding that of students having 3 or more years in other Hartford bilingual programs

Criteria proposed: Language Assessment Scales - Spanish administered during the month of May; CTBS Español: Reading administered in May
Standard set: Comparison of Ann Street Spanish language proficiency and reading by grade level with that of students from three other schools combined using an independent t statistic ($p < .05$)
Results: Ann Street student attainment in Spanish oral language skills was significantly higher than the comparison at both the 5th and 6th grade levels, the only two grade levels for which these test scores were available for comparison students. Ann Street student Spanish reading percentiles were higher than comparison at all four grade levels compared.

4b. Demonstrate English language proficiency and Spanish math at least equaling that of students having three or more years in other Hartford bilingual programs

Criteria proposed: Language Assessment Scales - English administered during month of May; CTBS Español: Math administered in May
Standard set: Comparison of Ann Street language proficiency and math by grade level with that of students from three other schools combined using an independent t statistic ($p < .05$)

Results: Ann Street student proficiency in English oral language skills was significantly higher than comparison students at all four grade levels compared. Ann Street student Spanish math percentiles were higher at two of four grade levels compared.

4c. Exceed the Spanish and English oral language, and the Spanish reading and math attainment of students of the same grade levels, but having only one or less years in bilingual programs at the comparison schools

Criteria proposed: Language Assessment Scales - English and Spanish administered during the month of May; CTBS Español: reading and math administered during the month of May
Standard set: Comparison of scores from these test areas by grade level using an independent t statistic ($p < .05$) expecting Ann Street attainment to be higher
Results: Ann Street students had significantly higher oral English language skills than comparison students at all grade levels. In Spanish oral language skills, Ann Street students were significantly higher at two of four grade level groupings. In both Spanish reading and math, Ann Street students had higher percentiles at three of four grade level groupings.

OBJECTIVE 5: INSTRUCTIONAL PERSONNEL WILL:

5a. Strive for improved classroom teaching and student learning

Criteria proposed: Establish performance objectives for each class and implement the plan
Standard set: Agreement between teacher and Director on objectives established by November 1; review of accomplishments by Director a minimum of twice yearly; and reasonable progress expected toward objectives as recorded by the Director, discussed with staff, and kept in a confidential file
Results: Based on the statements of the Ann Street Bilingual School Director, the above plan was implemented, evaluations made, and progress towards objectives were reviewed with staff during the 1979-80 school year.

5b. Improve professionally

Criteria proposed: Take additional education courses at universities or colleges and/or attend workshops and conferences relevant to teaching responsibilities
Standard set: An average of 3 college or university credit hours, or, 30 clock hours of instruction, conferences, or workshops will be earned by instructional staff as can be discerned in an April survey

Results: Six teachers and specialists received an average of over 4 credit hours for education courses in A.V. instructional equipment and material, an overview of bilingual education, and special education course work. One administrator received 6 credit hours in bilingual education. Two paraprofessionals received leaves of absence to pursue baccalaureate studies at the University of Puerto Rico and Central Connecticut State College. Five paraprofessionals received credit for English as a Second Language course work offered at the Ann Street Bilingual School. Twelve staff persons attended TESOL and bilingual education workshops in April and May which emphasized new approaches to teaching in these areas, materials and their usage, and minimal competencies. Nineteen Ann Street Bilingual School staff and two teachers from St. Peter's attended two summer 1980 offerings: a three week study of curriculum for Hispanic gifted and talented students, and a one week workshop in preparing scope and sequence for social studies and science curriculum for the school. Altogether, the above mentioned efforts of staff to improve professionally far exceed the standards set for this objective.

5c. Contribute services for the success of the overall school program

Criteria proposed: Participate in the development of a coordinated curriculum in the basic school studies; take on responsibilities to improve the safe and orderly operation of the school; and contribute to the expanded educational offerings for students, parents and the community

Standard set: Each teacher will participate in curriculum projects related to his/her area of teaching and will on the average take on one club, committee, or appointed responsibility directed towards the improvement of the overall school program as can be discerned in an April survey

Results: A total of 18 full-time teachers and specialists reported 22 services performed that were over and above their classroom responsibilities.

OBJECTIVE 6: PARENTS OF BILINGUAL SCHOOL STUDENTS WILL:

6a. Visit the school

Criteria proposed: Visits for classroom viewing purposes, visiting to talk with staff, parent/teacher conferences, or other similar types of visits

Standard set: Sixty percent of all Ann Street School student parents will visit the Bilingual School at least once during the school year which will be recorded by staff and surveyed in April

Results: Nine teachers and three staff specialists reported a figure of 151 parent visits representing 56 percent of all families having children enrolled in the Bilingual School. This was four percentage points below the expectation cited in program objectives.

6b. Participate in school activities

Criteria proposed: Taking responsibilities in the school lunch program, serving as classroom aides, helping on field trips, helping with school presentations, serving on the Parent Advisory Committee, or other similar types of participation

Standard set: An average of three parents per every instructional staff person will be expected to offer their services for school activities and functions

Results: Ten teachers indicated that 117 parents had performed voluntary services such as those described above. This amounted to 6.5 parents per full-time Ann Street Bilingual School staff person.

6c. Take advantage of parent education programs

Criteria proposed: Avail themselves of and participate in workshops, course offerings and other educational opportunities set up especially for parents or for student/parent joint participation

Standard set: A minimum of 30 parents will be expected to take part in parent education offerings as can be determined by accounts of parent participation recorded by the instructors or directors of such programs

Results: A total of five parents elected to participate in an English language program offered at the Ann Street Bilingual School from January through the month of May. This figure falls far short of the 30 parents expected to participate in a variety of parent education offerings.